

APPROVED PATHWAY:

1. Includes minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
 - Introductory-level.
 - Technical-level.
 - Application-level courses.
4. Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan and a Program of Study.
5. Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.



EDUCATION AND TRAINING CAREER CLUSTER DESIGN

Teaching/Training Pathway

CIP CODE 13.0101

INTRODUCTORY LEVEL

Title	Code	Credit
Career and Life Planning	22207	.5 credit
Introduction to Family and Consumer Sciences	45001	1 credit

TECHNICAL LEVEL

Must choose ONE of the following boxed courses.

Title	Code	Credit
*Teaching as a Career	19151	1 credit
*Human Growth and Development A	45004**	.5 credit
*Human Growth and Development B	45014**	1 credit
Teaching Observation	42251	.5 credit

Title	Code	Credit
Family Studies	22208**	.5 credit
Educational Leadership and Training A	19154	.5 credit
Education Research and Innovation	19155	.5 credit

APPLICATION LEVEL

Title	Code	Credit
Teaching Internship	19152	1 credit
Educational Leadership and Training B	19198	.5 credit

* Required for pathway approval.

** Alternative course (19051) maybe allowed with prior approval.

Family and Consumer Sciences Field

Teaching and Training Pathway

CIP Code: #13.0101

Please refer to the pathway origin for the following course competencies which are part of the Teaching and Training Pathway:

Course Code/Title:	Pathway Origin (CIP Code)	Comments:
22207—Career Life Planning	Family, Community and Consumer Services (19.0799)	
45005—Introduction to Family and Consumer Sciences	Family, Community and Consumer Services (19.0799)	NOTE: Ensure the teaching introduction is included in the occupational selections.
45004—Human Growth and Development A	Family, Community and Consumer Services (19.0799)	Note: Select one of the following but not both for this pathway 45004 or 45014 knowing that 45004 is focused on Birth to age 6 whereas 45014 is lifespan development focused.
45014—Human Growth and Development B	Family, Community and Consumer Services (19.0799)	Note: Select one of the following but not both for this pathway 45004 or 45014 knowing that 45004 is focused on Birth to age 6 whereas 45014 is lifespan development focused.
22208—Family Studies	Family, Community and Consumer Services (19.0799)	

Kansas Education and Training Career Cluster

Teaching/Training Pathway-2019

Course: TEACHING AS A CAREER – (Required) TECHNICAL

Credit: 1.0 cr.

CIP Code: 13.0101 Course # 19151

Rating Scale: 3 Skilled- Works

Independently 2 Limited

Skills-

Requires Assistance

1 Skill Introduced

0 No exposure- No instruction or training

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Student:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Student Signature _____		Teacher Signature _____	

Technical Skills in Teaching/Training Pathway

COMPREHENSIVE STANDARD 34.0 Identify and understand foundational knowledge, skills and practices required in careers related to K-12 teaching, community/adult education and workforce training.

A) Planning and Preparing—Identify and understand concepts and requirements that lead to effective instruction.

		3	2	1	0
Benchmark: 34.1 Interpret fundamental knowledge of content to plan/prepare instruction.					
34.1.1	Use resources and processes to update knowledge and skills on an ongoing basis.				
34.1.2	Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners. (e.g. scope/sequence, sequencing of skill development)				
34.1.3	Explain connections to life and career applications to make content relevant to learners.				
Benchmark: 34.2: Utilize knowledge of learning and developmental theory to describe individual learners.					
34.2.1	Define diverse learners (including cultural, social, economic, gender, and ethnicity).				
34.2.2	Explore characteristics of diverse learners.				
34.2.3	Analyze personal learning styles when addressing the needs of the diverse learner.				

Benchmark 34.3 Use content knowledge and instructional skills to construct standards-based educational outcomes.		3	2	1	0
34.3.1	Use knowledge of learners to align outcomes with learners' developmental levels, abilities, interests, and future objectives.				
34.3.2	Construct clear outcomes to meet identified standards.				
Benchmark 34.4 Explore knowledge of teaching/learning and instructional skills to plan educational strategies.		3	2	1	0
34.4.1	Use knowledge of learners to align instructional strategies to learners' characteristics.				
34.4.2	Develop strategies to encourage the transfer of knowledge and skills.				
34.4.3	Use multiple ways to group learners to enhance instruction.				
Benchmark 34.5 Identify needed materials and resources to support instructional planning.		3	2	1	0
34.5.1	Identify materials and resources needed to enhance instruction (i.e. teacher centered).				
34.5.2	Identify resources to aid learners in learning. (i.e. student centered)				
Benchmark 34.6: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.		3	2	1	0
34.6.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
34.6.2	Understand different types of assessments and how they are used. (e.g. styles, summative, project-based learning)				
34.6.3	Utilize assessment data to reflect upon teaching effectiveness to make changes to future instructional strategies.				

B) Learning Environment—Identify and understand the physical space and climate in which the instruction will occur.

Benchmark 34. 7: Establish a positive climate to promote learning.		3	2	1	0
34.7.1	Analyze the components of an effective learning environment. (e.g. establishing class routines, setting expectations, discipline, extrinsic and intrinsic systems, classroom management plan)				
34.7.2	Identify methods of establishing respect and rapport to foster positive social and intellectual interactions.				

Benchmark 34.8 Adapt the physical elements in the environment to optimize learning.					
34.8.1	Analyze importance of arrangement of space, equipment, and furniture to optimize learning for all students. (e.g. special needs, physical considerations, mental/emotional needs).				

C) Instruction—Identify and understand effective teaching skills within a learning environment.

Benchmark 34.9: Utilize instructional strategies to advance learning.		3	2	1	0
34.9.1	Understand terms associated with teaching (e.g. scope/ sequence, bell work, experiential learning, project-based instruction, think-pair-share, manipulatives, cross curricular instruction)				
34.9.2	Construct learning activities and assignments to challenge and engage learners.				
34.9.3	Select instructional materials and resources to enhance learning.				
34.9.4	Select educational technology to enhance learning.				
34.9.5	Apply knowledge of learning styles to address the needs of the diverse learner.				
34.9.6	Practice techniques of classroom management (i.e. attention getting concepts, quieting techniques, transitions, make-up work.)				
Benchmark 34.10: Explore appropriate in-process adaptations in instructional plans. (e.g. such as adapting lessons that aren't working)		3	2	1	0
34.10.1	Determine needed adjustments in instructional plan based on learner performance.				
34.10.2	Utilize learner interests to make instruction relevant.				
34.10.3	Incorporate student questions into lesson to indicate responsiveness to learners (including ESL).				
Benchmark 34.11: Use assessment/evaluation to advance student learning.		3	2	1	0
34.11.1	Utilize assessment data for evidence of student learning.				

D) Professionalism—Identify and understand the preparation for a teaching role.

Benchmark 34.12: Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0
34.12.1	Describe requirements to obtain and retain employment in education and training careers in Kansas. (i.e. K-12, post-secondary, cooperative research and extension, GED and workforce training)				

34.12.2	Investigate the broad spectrum of career opportunities within the field of education and training. (i.e. corporate training, coaching, instructional designer, K-12 teaching)				
34.12.3	Compare and contrast methods of learning about best practices and professional development opportunities (e.g. professional journals, college credit courses, professional organization webinars)				
34.12.4	Identify qualities of an effective education related professional.				
34.12.5	Construct a philosophy of education that reflects effective teaching.				
34.12.6	Analyze teaching experience to refine instructional practice. (e.g. formal or informal, classroom experiences, scenarios)				
34.12.7	Identify and explain personal and long-term workplace situations and consequences of unethical or illegal behaviors				
Benchmark 34.13: Locate professional resources and opportunities to improve knowledge and skills.		3	2	1	0
34.13.1	Participate in professional student organization activities (i.e. FCCLA or Educators Rising) strongly linked to education careers. (e.g. group dynamics practice, demonstrate leadership, presentation management, communication skills through project-based involvement).				
35.13.2	Analyze and describe the benefits of participation in professional organizations related to teaching and/or training (i.e. professional development, research publications and journals networking, webinars, podcasts, college credit, newsletters).				
34.13.3	Analyze methods to advocate for students within the school, the community and the nation (i.e. rules, laws, community resources, family support systems).				
34.13.4	Determine the role of lifelong learning to career success within education field (e.g. transition from school to school, classroom to administration, changes to the field, educational methodology and strategy changes, recertification requirements).				
34.13.5	Explore how educational policy and practice impacts the individual classroom. (e.g. State of Kansas, school district, school building, private schools, public schools)				

***Kansas Education and Training Career Cluster
Teaching/Training Pathway - 2019***

Course: TEACHING OBSERVATION—Technical

Credit: .5 Cr.

CIP Code: 13.0101 Course # 42251

Rating Scale: 3 Skilled- Works

Independently 2 Limited

Skills / Requires Assistance

1 Skill Introduced

0 No exposure- No instruction or training

Directions: Check the appropriate number to indicate the level of competency reached for student evaluate/

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Student Signature		Teacher Signature	

Technical Skills in Teaching/Training Pathway

COMPREHENSIVE STANDARD: 35.0 Analyze knowledge, skills and practices required for success in K-12 teaching, community/adult education and workforce training careers.

A) Planning and Preparing-- Analyze concepts and requirements that lead to effective instruction.

Benchmark 35.1 Interpret fundamental knowledge of content to plan/prepare instruction through observations.		3	2	1	0
35.1.1	Identify and document how teachers bridge past knowledge and future knowledge of content.				
35.1.2	Identify and document how teachers make practical application of content to student's life and education/training				
Benchmark 35.2 Observe and identify master teacher's use of learning and developmental theory to plan instruction.		3	2	1	0
35.2.1	Document how teachers identify learner differences and explain how you know.				
35.2.2	Identify the strategies used to meet the needs of diverse learners.				
Benchmark 35.3 Identify content knowledge and instructional skills to construct standards based educational outcomes.		3	2	1	0
35.3.1	Identify the content knowledge and instructional skills the master teacher will use to construct standards-based educational outcomes.				
35.3.2	Cite the curriculum standards associated with the content knowledge of the subject matter to be presented.				
35.3.3	Describe the differentiated outcomes used to meet the diverse needs of students.				
Benchmark 35.4 Connect content knowledge teaching/learning, and assessment options to plan assessment/evaluation		3	2	1	0
35.4.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
35.4.2	Explain how the teacher plans to use assessment results and the implications for performance.				

B) Learning Environment-- Analyze the physical space and climate in which the instruction will occur.

Benchmark 35.5 Establish a positive climate to promote learning.		3	2	1	0
35.5.1	Record strategies teachers use to establish respect and rapport to foster positive social and intellectual interactions.				
Benchmark 35.6 Connect motivational, social, and psychological theory and effective practices to guide learners' behavior		3	2	1	0
35.6.1	Document how teacher identifies behavioral expectations for the classroom.				
35.6.2	Explain how the teacher monitors learner behavior.				
35.6.3	Recognize how teachers provide appropriate feedback to learners' behavior.				
Benchmark 35.7 Explain how teachers use organizational and relationship-building skills to manage instructional activities and procedures.		3	2	1	0
35.7.1	Explain how time management skills are used to effectively manage instructional transitions.				
35.7.2	Analyze the organizational skills used to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
35.7.3	Analyze relationship-building skills used to supervise and engage student learners.				

C) Instruction-- Analyze effective teaching skills within a learning environment.

Benchmark 35.8: Cite evidence of instructional strategies teacher uses to advance learning.		3	2	1	0
35.8.1	Observe and identify appropriate instructional strategies to make content meaningful to learners.				
35.8.2	Observe and identify learning activities and assignments to challenge and engage learners.				
35.8.3	Describe how instructional materials and resources are used to enhance learning.				
35.8.4	Identify questioning techniques to encourage higher-order thinking.				
35.8.5	Document educational technology to enhance learning.				
35.8.6	Observe cooperative learning techniques to engage learners.				

D) Professionalism--Analyze the preparation for a teaching role.

Benchmark 35.9 Identify how the teacher demonstrates professionalism in the classroom.		3	2	1	0
35.9.1	Analyze the classroom environment created by the teacher (e.g. emotional, physical, etc.).				
35.9.2	Investigate the responsibilities associated with being a professional educator in an interconnected digital world.				
Benchmark 35.10 Demonstrate efficient and accurate documentation and maintenance of observation records.		3	2	1	0
35.10.1	Organize observation data of learner activities and experiences.				

35.10.2	Organize observation of non-instructional data				
Benchmark 35.11 Model professional reflection procedures to formulate a personal teaching philosophy.		3	2	1	0
35.11.1	Analyze observations related to planning and preparing effective classroom instruction.				
35.11.2	Analyze observations related to the learning environment of effective classrooms.				
35.11.3	Analyze observations related to effective instructional strategies.				
35.11.4	Revise your philosophy of education based on your growth of understanding.				

Kansas Education and Training Career Cluster

Teaching/Training Pathway-2019

Course: EDUCATIONAL LEADERSHIP AND TRAINING A – TECHNICAL

Credit: .5 Cr.

CIP Code: 13.0101 Course #19154

- Rating Scale: 3 Skilled- Works Independently
 2 Limited Skills-Requires Assistance
 1 Skill Introduced
 0 No exposure- No instruction or training

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	Graduation Date: _____
Student Signature _____		Teacher Signature _____	

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Technical Skills in Teaching/Training Pathway

COMPREHENSIVE STANDARD: 38.0 Practice knowledge, technical skills and practices required of leaders, mentors, coaches/advisors* and trainers within education and training settings. (*Note: Coaching is referring to academic coaching and advising as in serving as the 'guide on the side'.)

A) Planning and Preparing—Identify traits of effective leaders, mentors and coaches/advisors in education and training settings.

Benchmark: 38.1 Determine role of educational leaders, coach/advisor, and trainers in effective instruction.		3	2	1	0
38.1.1	Analyze the different leadership roles found within education and training settings. (i.e. building leadership, program leadership, team leadership, curriculum and instructional leaders)				
38.1.2	Compare the personal characteristics of effective leaders, coaches and mentors.				
38.1.3	Explain the similarities and differences of leadership, mentorship and coaching/advising.				
38.1.4	Compare and contrast effective building leadership for supporting teaching, coaching/advising mentoring and training across the educational spectrum. (i.e. K-12, post-secondary, community education and workforce training)				
38.1.5	Explain leadership training opportunities which improve knowledge and technical skills of those in leadership, mentoring, coaching/advising and training roles (i.e. college classes and degrees, professional development, professional organization conferences, professional mentoring opportunities)				
Benchmark: 38.2 Examine the role of mentoring in skill attainment and effective staff support		3	2	1	0
38.2.1	Identify role and relevance of having a mentor and the mentoring process.				
38.2.2	Analyze platforms for training and mentoring opportunities. (e.g. face to face, online, synchronous, asynchronous, etc.)				
38.2.3	Analyze developmentally appropriate ethical and culturally responsive guidelines for mentor and mentee behavior.				
38.2.4	Analyze mentor strategies for constructive support of mentees.				

38.2.5	Demonstrate skills for building and maintaining positive, collaborative relationships with colleagues to practice mentoring and advising skills.				
Benchmark 38.3: Understand the role and opportunities for life-long learning in the educational and training industry.		3	2	1	0
38.3.1	Explore online training and certification opportunities (i.e. Apple, Microsoft, BrainPOP, etc.) to retain relevance of personal knowledge and technical skills.				
38.3.2	Understand the role of learning styles when developing staff as the building leader.				
38.3.3	Analyze training materials to traditional educational materials of K-12 classrooms.				
38.3.4	Demonstrate enthusiasm, initiative, and commitment to instructional entity goals.				
38.3.5	Compare and contrast adult vs. student instructional models and teaching training considerations.				
Benchmark 38.4: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies within training, mentoring, and coaching/advising settings.		3	2	1	0
38.4.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
38.4.2	Understand different types of assessments and how they are used in training, mentoring, and coaching/advising environments (e.g. styles, summative, project-based learning) to evaluate effectiveness.				
38.4.3	Analyze assessment data to identify needed changes to future trainings, and mentoring, coaching/advising interactions.				

B) Learning Environment—Explore the impact of the building leader on the physical space and climate in which the instruction will occur.

Benchmark 38.5. Establish a positive climate to promote effective coaching and mentoring opportunities		3	2	1	0
38.5.1	Analyze building leadership influences on effective learning environment.				
38.5.2	Explore how the training environment provides for learners' exploration, discovery, development, and reflection as compared to a traditional K-12 educational setting.				
38.5.3	Create a toolkit of effective practices, processes, activities, and routines for an educational leader to reference when working with staff.				
38.5.4	Identify methods of establishing respect and rapport to foster a two-way positive and effective training environment.				

C) Instruction—Investigate strategies and techniques to successfully mentor, coach/advise and train in a variety of learning environments.

Benchmark 38.6 Explore appropriate adaptations to training materials, and instruction processes to meet learner needs.		3	2	1	0
38.6.1	Understand terms associated with training, coaching/advising, mentoring (e.g. scope/ sequence, experiential learning, project-based instruction, think-pair-share, manipulatives, cross-curricular instruction, adult education)				
38.6.2	Identify materials and resources needed to enhance instruction effectiveness.				
38.6.3	Analyze a variety of curriculum and instructional models for successful mentoring, advising/coaching and training.				
38.6.4	Determine needed adjustments in instructional plan based on staff/mentor performance.				
38.6.5	Utilize learner interests to make instruction relevant.				

38.6.6	Incorporate feedback system to determine effectiveness of learning/training.				
38.6.7	Utilize assessment, evaluation and feedback to redirect training and learning and/or to enhance training effectiveness				

D) Professionalism—Determine opportunities for the educational leader, mentor, coach/advisor and trainer.

Benchmark 38.7: Explore opportunities within the educational setting outside of traditional K-12 or post-secondary teaching.		3	2	1	0
38.7.1	Identify opportunities with education and training outside of traditional K-12 and post-secondary education. (e.g. building leadership, support staff, mentors, coaches/advisors and trainers)				
38.7.2	Identify job requirements for educational trainers, mentoring, coaching/advising, and leadership careers.				
Benchmark 38.8: Locate professional resources and opportunities to improve knowledge and technical skills.		3	2	1	0
38.8.1	Analyze professional organization activities which aligns to specific educational setting and purpose (e.g. building leadership, mentoring, coaching/advising, training)				
38.8.2	Network with training professionals (including through social media outlets and technology such as skype, live stream)				
38.8.3	Compare and contrast best practices in professional development opportunities. (e.g. professional journals, college credit courses, professional organization webinars)				
38.8.4	Explore opportunities for continuing training and education to illustrate skill attainment and knowledge learned through traditional means (e.g. college classes and degrees, fellowships and internships) and skill targeted experiences (e.g. trainings certifications, badges, micro-certifications)				

Kansas Education and Training Career Cluster

Teaching/Training Pathway-2019

Course: EDUCATION RESEARCH AND INNOVATION – TECHNICAL

Credit: .5 Cr.

CIP Code: 13.0101 Course #19155

- Rating Scale: 3 Skilled- Works Independently
 2 Limited Skills-Requires Assistance
 1 Skill Introduced
 0 No exposure- No instruction or training

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	Graduation Date: _____
Student Signature _____		Teacher Signature _____	

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Technical Skills in Teaching/Training Pathway

NOTE: This course expects a foundational knowledge of teaching practices and climate and to be most effective, should be offered after Teaching as a Career #19151 has been completed as well as well as substantial actual classroom experience.

COMPREHENSIVE STANDARD: 39.0 Examine innovative practices and use of data to advance the development of children, youth and adults in education and training settings.

A) Planning and Preparing—Investigate through research requirements that lead to effective instructional innovation.

Benchmark: 39.1: Analyze research and identify intervention or teaching strategies to address educational needs of learners. (e.g. academic/content coaching, corporate training, social-emotional learning, inclusion, special and diverse populations, emerging educational technologies, etc.)		3	2	1	0
39.1.1	Explain the role of innovation in addressing instructional challenges, including role of research.				
39.1.2	Analyze common methods of educational research and how to analyze the data.				
39.1.3	Identify new and emerging trends in education and training (i.e. use of technology, research and analysis data systems, teaching methods, problem-based vs project-based instruction, etc.)				
39.1.4	Examine design thinking procedures and steps and connection to innovation in educational settings. (e.g.: Empathize, Ideate, Design, Prototype, Test)				
39.1.5	Understand how to address an educational issue through project-based learning.				
39.1.6	Analyze a data driven project which includes analysis of scope and impact effectiveness.				

B) Learning Environment—Explore the characteristics of physical space and climate which supports innovative thinking.

Benchmark 39.2: Examine the role of relationships and the physical environment in creating innovative spaces.		3	2	1	0
39.2.1	Analyze the connectivity of innovative thinking to the respect of, and sensitivity to, learner needs (e.g. gender, equity, age, lifestyle, socio economic circumstance, culture and ethnicity in classroom and community settings)				

39.2.2	Compare and contrast the physical environments of learning spaces to identify traits of innovative support.				
39.2.3	Investigate strategies to enhance creativity and problem solving in learners, both in the pathway learner, but also those they will teach in the future.				
39.2.4	Demonstrate innovative thinking individually and in teams.				

C) Instruction—Practice teaching skills which promote innovation within learning environments.

Benchmark 39.3: Practice appropriate communication skills that contribute to acceptance and respect.		3	2	1	0
39.3.1	Demonstrate verbal and non-verbal communication modes and strategies which build acceptance and respect in classroom settings.				
39.3.2	Practice teaching/training skills which promote respect and acceptance with sensitivity to gender, equity, age, culture and ethnicity in classroom and training settings				
Benchmark 39.4: Demonstrate understanding of project-based learning in education and training settings.		3	2	1	0
39.4.1	Validate research which aligns to an identified practice setting need.				
39.4.2	Demonstration understanding of preparation steps needed to solve an identified instructional problem.				
39.4.3	Demonstrate ability to set and manage timelines to achieve project goals.				
39.4.4	Design a problem-based project and implement the project plan.				
39.4.5	Complete and evaluate an innovative project and submit impact report to appropriate stakeholders in a				
Benchmark 39.5: Demonstrate innovative practices.		3	2	1	0
39.5.1	Identify and practice activities which challenge and engage learners through innovation.				
39.5.2	Explore potential solutions to educational challenges to practice perseverance in problem solving.				
39.5.3	Utilize technology to enhance abilities to locate research, analyze data, apply knowledge and solve problems in education and training settings.				

D) Professionalism—Evaluate support systems for the innovative teacher/trainer.

Benchmark 39.6: Identify current professional practices related to education and training.		3	2	1	0
39.6.1	Compare and contrast qualities of professional and ethical relationships.				
39.6.2	Investigate teacher/trainer benefits received through education and training professional organization membership.				
39.6.3	Develop an awareness of current and cultural trends and practices in education and industry.				
39.6.4	Practices effective collaboration and communication skills with stakeholders.				
39.6.5	Explore authentic assessment opportunities				

**Kansas Education and Training Career Cluster
Teaching/Training Pathway - 2019**

Course: TEACHING INTERNSHIP –APPLICATION

Credit: 1.0 cr.

CIP Code: 13.0101 Course # 19152

Rating Scale: 3 Skilled- Works

Independently 2 Limited

Skills-

Requires Assistance 1

Skill Introduced

0 No exposure- No instruction or training

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Student Signature _____		Teacher Signature _____	

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Application of Technical Skills in Teaching/Training Pathway

NOTE: This course expects a strong demonstration of knowledge, successful teaching experiences and observed ability to establish/maintain a learning climate to be most effective. Students should only be enrolled after technical classes has been completed as this class expects the students to actual teach under a teacher mentor.

COMPREHENSIVE STANDARD: 36.0 Demonstrate knowledge, skills and practices required for success in K-12 teaching, community/adult education and workforce training careers.

A) Planning and Preparing-- Demonstrate concepts and requirements that lead to effective instruction.

Benchmark 36.1: Interpret fundamental knowledge of content to plan/prepare instruction.	3	2	1	0
36.1.1 Identify prerequisite knowledge and data that will provide a bridge between past and future knowledge for				
36.1.2 Explain connections to life and career applications to make content relevant to learners.				
Benchmark 36.2: Utilize knowledge of learning and developmental theory to describe individual learners.	3	2	1	0
36.2.1 Understand information to describe contextual factors of learners (relate to demographics).				
Benchmark 36.3 Use content knowledge and instructional skills to construct standards based educational outcomes	3	2	1	0
36.3.1 Use knowledge of learners to align outcomes with learners' developmental level, abilities, interests, and future				
36.3.2 Identify clear outcomes.				
Benchmark 36.4 Apply knowledge of teaching/ learning and instructional skills to plan educational strategies.	3	2	1	0
36.4.1 Use knowledge of diverse learners to align instructional strategies to learners' characteristics.				
36.4.2 Use multiple ways to group learners to enhance instruction.				
Benchmark 36.5 Prepare needed materials and resources to support instructional planning.	3	2	1	0

36.5.1	Prepare materials and resources needed to enhance instruction.				
36.5.2	Prepare resources to aid learners in learning.				
Benchmark 36.6: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies		3	2	1	0
36.6.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
36.6.2	Identify and evaluate appropriate data needed when-building assessments.				

B) Learning Environment-- Demonstrate knowledge to create a supportive physical space and climate in which the instruction will occur.

Benchmark 36.7: Establish a positive climate (physical and emotional) to promote learning.		3	2	1	0
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36.7.1	Support the practices of your mentor teacher in place to maintain respect and rapport enhancing positive				
36.7.2	Explain the importance of context to promote interest in learning.				
36.7.3	Identify patterns of behavior which indicate the social and emotional needs of learners.				
Benchmark 36.8: Employ motivational, social, and psychological theory and effective practices to guide learners' behavior.		3	2	1	0
36.8.1	Document expectations to make standards of conduct clearly known.				
36.8.2	Use various strategies to monitor learners' behavior.				
36.8.3	Provide appropriate feedback to respond to learners' behavior.				
Benchmark 36.9: Use organizational and relationship-building skills to manage instructional activities and procedures.		3	2	1	0
36.9.1	Employ time management skills to effectively manage instructional transitions.				
36.9.2	Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
36.9.3	Employ organizational and relationship-building skills to supervise learners.				

C) Instruction-- Demonstrate effective teaching skills within a learning environment.

Benchmark 36.10: Implement instructional strategies to advance learning.		3	2	1	0
36.10.1	Use appropriate instructional strategies to make content meaningful to learners.				
36.10.2	Use learning activities and assignments to challenge and engage learners.				
36.10.3	Use content and knowledge of teaching/learning to deliver instruction coherently.				
36.10.4	Employ instructional materials and resources to enhance learning.				
36.10.5	Use questioning techniques to encourage higher-order thinking.				
36.10.6	Select educational technology to enhance learning.				
36.10.7	Use cooperative learning techniques to engage learners.				
Benchmark 36.11: Make appropriate adaptations in instructional plans		3	2	1	0
36.11.1	Incorporate learner questions and interests to make instruction relevant and responsive to learners.				
Benchmark 36.12: Use assessment/evaluation to advance student learning.		3	2	1	0
36.12.1	Use feedback provided to student learners to enhance student learning.				

D) Professional Responsibilities-- Demonstrate understanding of the preparation needed for a teaching role.

Benchmark 36.13: Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0
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36.13.1	Revise your philosophy of education that reflects effective instructional practice.				
36.13.2	Analyze past actions to refine instructional practice.				
Benchmark 36.14: Demonstrate use of professional resources and opportunities to improve knowledge and skills.		3	2	1	0
36.14.1	Model leadership in professional student organizations with strong links to education careers. (FCCLA or Educators Rising)				
36.14.2	Identify professional development opportunities that support your lifelong learning.				
36.14.3	Use professional and effective communication skills.				
36.14.4	Analyze the educational infrastructure at various levels (i.e. local, state, and federal).				
36.14.5	Connect with other educational professionals using current communication platforms.				
Benchmark 36.15: Use organizational skills efficiently and accurately to record and maintain records.		3	2	1	0
36.15.1	Use organizational skills to record learner activities and experiences.				
36.15.2	Use organizational skills to record non-instructional data.				
36.15.3	Design a post-secondary education plan to obtain content knowledge and technical skill training.				
Benchmark: 36.16: Demonstrate understanding of and responsibility to the community.					
36.16.1	Recognize the role of educational professional in the local community.				
36.16.2	Analyze the unique culture of your community (e.g. demographics, socio economic circumstance, heritage, educational levels).				

Kansas Education and Training Career Cluster

Teaching/Training Pathway-2019

Course: EDUCATIONAL LEADERSHIP AND TRAINING B- Application

Credit: .5 Cr.

CIP Code: 13.0101 Course #19198

Rating Scale: 3 Skilled- Works Independently

2 Limited Skills-Requires

Assistance

1 Skill Introduced

0 No exposure- No instruction or training

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	Graduation Date: _____
Student Signature _____		Teacher Signature _____	

Application of Technical Skills in Teaching/Training Pathway

NOTE: This class should only be enrolled after successfully completing Educational Leadership and Training A #19154

COMPREHENSIVE STANDARD: 40.0 Demonstrate knowledge, technical skills and practices required of leaders, mentors, coaches/advisors* and trainers within education and training settings. (*Note: Coaching is referring to academic coaching and advising as in being a 'guide on the side'.)

A) Planning and Preparing—Practice traits of effective leaders, mentors and coaches/advisors in education and training settings.

Benchmark: 40.1 Demonstrate leadership and coach/advisor, and training skills.		3	2	1	0
40.1.1	Demonstrate ethical and culturally responsive behaviors as expected through established guidelines in workplace settings.				
40.1.2	Create goals for personal experiences in leadership, mentorship and coaching/advising.				
40.1.3	Demonstrate knowledge and technical skills in coaching/advising and training situations.				
40.1.4	Collaborate with a variety of audiences to demonstrate leadership and teamwork skills successfully.				
Benchmark: 40.2 Practice mentoring with specific audiences.		3	2	1	0
40.2.1	Explain personal expectations as a mentor and plans to implement the mentoring process with mentees effectively.				
40.2.2	Record platforms used and effectiveness of training and mentoring opportunities. (e.g. face to face, online, synchronous, asynchronous, etc.)				

40.2.3	Demonstrate skills for building and maintaining positive, collaborative relationships with colleagues to practice mentoring and advising skills.				
Benchmark 40.3: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies within training, mentoring, and coaching/advising settings.		3	2	1	0
40.3.1	Identify alignment of assessment/evaluation strategies used to educational outcomes of instructional experiences.				
40.3.2	Analyze assessment data to identify needed changes to future trainings, and mentoring, coaching/advising interactions.				

B) Learning Environment—Practice skills to create effective learning environments through physical space and climate parameters.

Benchmark 40.4: Establish a positive climate to promote effective coaching/advising and mentoring opportunities in identified settings.		3	2	1	0
40.4.1	Analyze and create a plan for promoting an effective learning environment.				
40.4.2	Create a learning atmosphere which supports effective training, coaching/advising and/or mentoring experiences.				
40.4.3	Demonstrate enthusiasm, initiative, and commitment to instructional goals.				
40.4.4	Analyze personal toolkit of effective practices, processes, activities, and routines to determine practices used (and effectiveness) in internship experiences.				
40.4.5	Evaluate ability to establish a two-way positive and effective training, coaching/advising and/or mentoring environment.				

C) Instruction—Implement strategies and techniques to successfully mentor, coach/advise and/or train in a variety of learning environments.

Benchmark 40.5: Develop appropriate adaptations to training materials, and instruction processes to meet learner needs within mentorships, coaching/advisor relationships and training experiences.		3	2	1	0
40.5.1	Use terms correctly within training, coaching/advising, mentoring environments.				
40.5.2	Determine and utilize appropriate materials and resources effectively.				
40.5.3	Create, implement and modify instructional plans (as needed) to create an effective learning experience for an				
40.5.4	Utilize assessment, evaluation and feedback to redirect training and learning and/or to enhance training effectiveness				

D) Professionalism—Determine opportunities for personal skill advancement within educational leader, mentor, coach/advisor and trainer roles.

Benchmark 40.6: Understand the role of life-long learning in the educational and training industry.		3	2	1	0
40.6.1	Explore online training and certification opportunities (e.g. Apple, Microsoft, BrainPOP, etc.) to determine resources which can assist with a personal professional development plan.				

40.6.2	Identify job requirements for a variety of education and training careers that interest you (i.e. K-12 teaching, post-secondary teaching, educational trainers, mentoring, coaching/advising, and leadership)				
40.6.3	Identify personal goals for continuing training and education to gain skill attainment and knowledge learned through traditional means (e.g. college classes and degrees, fellowships and internships) and skill targeted experiences (e.g. trainings certifications, badges, micro-certifications)				
Benchmark 40.7 Use reflection of personal experiences to assess effectiveness as a trainer, coach/advisor and/or mentor.		3	2	1	0
40.7.1	Analyze personal experiences to refine instructional practices (e.g. formal or information)				
40.7.2	Identify leadership training opportunities which address personal weaknesses in leadership, mentoring, coaching/advising and training roles (i.e. college classes and degrees, professional development, professional organization conferences, professional mentoring opportunities)				
40.7.3	Create a personal professional development and/or career plan to advance skill set to enhance effectiveness as a trainer, coach/advisor and mentor.				
Benchmark 40.8 Interact within professional settings to improve knowledge and technical skills					
40.8.1	Participate in professional organization activities which aligns to specific educational setting and purpose (e.g. building leadership, mentoring, coaching/advising, and training) to build a network of professional				